

HDFS 524: Work as a Context for Human Development Spring 2008

Thursdays 1:00 – 4:00 pm, 105 White Building
Instructor: Kathryn Hynes

Course Description

This course focuses on the complex ways that work influences children, parents, and families. Drawing from economics, sociology, and developmental psychology, we will examine recent changes in adults' allocation of time to work and family, the reasons for these changes, and how they affect women, men, couples, and children. Beyond these broad patterns, we will focus on the way work arrangements and their impacts vary across population subgroups such as dual-career couples, single parents, and low-income families. We will also examine the role of social contexts such as norms, economic conditions, and social policies in work-family decisions and their implications. Throughout the semester we will focus on the strengths and weaknesses of the empirical strategies used in the readings. Students will have the opportunity to complement the course materials with in-depth study of a related topic of their own choosing.

Goals for the class

1. To gain a broad familiarity with the major theories, facts, and researchers in the work-family area today
2. To understand the strengths and weaknesses of various empirical methods for answering particular work-family research questions
3. To write a professional book review
4. To conduct an original research study including reviewing relevant literature, identifying hypotheses, and analyzing data.

Class Format

The class will be divided into two components. Some of the time we will use a standard seminar format in which students are expected to read the assigned material and come to class prepared to discuss relevant substantive and empirical issues. We will also have several days consisting of student presentations and discussion that allow us to cover more substantive material than if everyone read the same articles and books. Finally, throughout the semester we will be working on your final paper projects. Class time will be devoted to sharing substantive information about your topics, providing each other with feedback on hypotheses and research design, and finally presenting final paper projects.

Paper topics Each student will write an *empirical* paper. Literature reviews and research proposals will not be sufficient. Each student will discuss final paper topics with me early in the semester.

Data You are welcome to use any reasonable data source for this final paper project, including data from your research assistantship or from other projects that you are working on. For those of you who do not have data available, I have data that (with IRB approval) you may use. The data will not be perfectly set up for your project, but will provide you with some basics to start

from. Data sets include: Child Development Supplement of the Panel Study of Income Dynamics, NICHD Study of Early Child Care, and the National Survey of America's Families.

Class requirements and grading

15% Presentation of Empirical Articles Once during the semester we will divide up a longer list of reading and each student will present two of the articles to the class. Presentations will be 30 minutes (15 minutes per article, the same length as a conference presentation) using Power Point. Presentations will include the article's background and theory, main research questions, data, methods, results, conclusions, and your own interpretations of the strengths and limitations of the study including its technical merit and its substantive contribution to the larger work-family literature.

Purpose: The presentations will expose the class to more material than if everyone read the same thing. In addition, formal presentations are an essential part of many careers therefore practicing these skills is important.

15% Book Review You will read a work-family book of your own choosing. After reviewing several sample book reviews, you will then write a professional quality book review. In class you will describe the book to your classmates but these will not be formal, graded presentations.

Purpose: To allow you to read a book of interest to you and to provide you with experience writing a book review. Also, sharing the content of your book with the class will greatly expand the amount of information we can cover in the semester.

10% Preliminary Paper Abstract After discussing your paper topic with me and identifying an appropriate data set, you will write a two page paper abstract. Because the first two pages of a paper or grant proposal (that introduce your topic, state its significance, and specify your specific research questions) are the most important, practice writing these well is critical. I expect the quality of writing for these to be very high.

Purpose: To provide you with practice crafting good introductory sections.

10% Preliminary Literature Review for Final Paper These do not need to be fully written out (bullets are fine) but need to provide a clear outline of your literature review including citations to central theories and empirical papers, your research questions, and your hypotheses.

Purpose: To keep you moving along with your final papers and to provide you with feedback about your research questions and hypotheses.

10% Presentation of Final Paper You will present preliminary results from your final paper during the last class period. These will be formal, Power Point presentations similar to a conference presentation, but with added time at the end for you to pose questions to the class and receive useful feedback on your project.

Purpose: These presentations serve several goals: 1) forcing you to have preliminary results before finals start, 2) providing you with presentation practice, and 3) providing you with an opportunity to receive feedback from your classmates about your theory, methods, results, and interpretations so that you can improve your final papers.

35% Final Paper A semester is not long enough to do a perfect paper therefore it is reasonable to have a section at the end of your paper about the limitations of your analysis, appropriate ways

to improve your analysis, and whether you think it is worth pursuing this line of research further. I expect the sophistication of your study to match your progress toward your PhD.

Purpose: The most important thing you can learn in graduate school is to conduct high quality research. This class will provide you with an opportunity to work on your own research project. Students may work on papers that are associated with their research assistantships, that build on their MA theses, or that explore a new topic. I hope that these papers will be foundations for conference presentations and future publications.

Timelines for final paper projects

- Feb 21 – paper topics due. Abstract, preliminary hypotheses, thoughts about data to use
- March 20 – preliminary lit review (bullets are fine), hypotheses, how your study adds to prior literature, data selection, and analysis plan due
- March 21 – April 30: Data set up & analysis
- May 1 – Final paper presentations
- May 7 – Papers due

***** SCHEDULE OF SEMINAR TOPICS AND COURSE READINGS *****

Jan 17 – Introduction

Jan 24 – Women’s labor force participation

- Blau, F., Ferber, M., & Winkler, A. (2005). The allocation of time between the household and the labor market. In Blau, Ferber & Winkler. *The Economics of Women, Men, and Work*. (p. 85 – 122).
- Hattery, A. (2001). “Theoretical Paradigms for Understanding Maternal Labor Force Participation.” In *Women, Work and Family*. Thousand Oaks, CA: Sage Publications. p. 68-89.
- Raley, S., Mattingly, M., & Bianchi, S. (2006). How dual are dual-income couples? Documenting change from 1970 to 2001. *Journal of Marriage and Family*, 68, 11-29.
- Maume, D. (2006). Gender differences in restricting work efforts because of family responsibilities. *Journal of Marriage and Family*, 68, 859-870.

Jan 31 – The division of household labor

- Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2000). Is anyone doing the housework? Trends in the gender division of household labor. *Social Forces*, 79, 191-228.
- Sanchez, L., & Thompson, E. (1997). Becoming mothers and fathers: Parenthood, gender, and the division of labor. *Gender and Society*, 11, 747-772.
- Jacobs, J. A., & Gerson, K. (2001). Overworked individuals or overworked families? Explaining trends in work, leisure, and family time. *Work and Occupations*, 28, 40-63.

In class: Select articles for Feb 14 presentations.

Feb 7 - The care of children

- Bianchi, Suzanne. (2000). “Maternal Employment and Time with Children: Dramatic Change or Surprising Continuity?” *Demography*, 37, 401-414.

- Clarke-Stewart, A. & Allhusen, V. (2005). *What we know about child care*. Cambridge, MA: Harvard University Press. p. 51-62 and p. 83 – 104.
- Glass, J. (1998). Gender liberation, economic squeeze, or fear of strangers: Why fathers provide infant care in dual-earner families. *Journal of Marriage and the Family*, 60, 821-834.
- Currie, J. (2005). When Do We Know What We Think We Know? Determining Causality. In S. M. Bianchi, L. M. Casper & B. R. King (Eds.), *Work, family, health, and well-being*. (pp. 279-296). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

**Feb 14 - The consequences of work-family decisions on women, men, and children
Presentations of Empirical Articles**

Feb 21 – Balancing work and family

- Perry-Jenkins, M., Repetti, R., & Crouter, A. (2000). Work and Family in the 1990s. *Journal of Marriage and Family*, 62, 981–998.
- Gareis, K., Barnett, R., & Brennan, R. (2003). Individual and crossover effects of work schedule fit: A within-couple analysis. *Journal of Marriage and Family*, 65, 1041-1054.
- Milkie, M., et al. (2004). The time squeeze: Parental statuses and feelings about time with children. *Journal of Marriage and the Family*, 66, 739-761.
- Milkie, M., & Peltola, P. (1999). Playing all the roles: Gender and the work-family balancing act. *Journal of Marriage and Family*, 61, 476-490.

Paper abstracts due

Feb 28 Contexts shaping work-family decisions and experiences

- Gottschalk, P. (1997). Inequality, income growth, and mobility: The basic facts. *The Journal of Economic Perspectives*, 11, 21-40.
- McLanahan, S. (2004). Diverging destinies: How children are faring under the second demographic transition. *Demography*, 41, 607 – 624.
- Presser, H. (2005). Employment in a 24/7 economy: Challenges for the family. In A. Crouter & A. Booth (Eds) *Work-Family Challenges for Low Income Parents and their Children*. (pp. 83-106).
- Brewster, K. & Padavic, I. (2000). Change in Gender Ideology, 1977–1996: The Contributions of Intracohort Change and Population Turnover. *Journal of Marriage and the Family*, 62, 477 – 487.

March 6 - Book reviews due

In class we will share and discuss the books that you read.

March 10 – 14 Spring break

March 20 - Literature Reviews due

In class we will do peer reviews of literature reviews, hypotheses, and analysis plan to provide you with early feedback on your project.

March 27 - Low-income families

- Acs, G., & Loprest, P. (2005). Who are low-income working families? Urban Institute report available at http://urbaninstitute.org/UploadedPDF/311242_working_families.pdf
- Perry-Jenkins, M. The time and timing of work: Unique challenges facing low-income families. In A. Crouter & A. Booth (Eds) *Work-Family Challenges for Low Income Parents and their Children*, (pp. 107-116).
- Perry-Jenkins, M. (2005). Work in the working class: Challenges facing workers and their families. In S. Bianchi (Ed). *Work, Family, Health & Well-Being*.
- Carol M. Devine, Margaret Jastran, Jennifer Jabs, Elaine Wethington, Tracy J. Farrell and Carole A. Bisogn. (2006). A lot of sacrifices: Work-family spillover and the food choice coping strategies of low wage employed parents. *Social Science & Medicine, Volume 63*, 2591 – 2603.

April 3 – Work and child care among welfare families

- Bainbridge, J., Meyers, M. K., & Waldfogel, J. (2003). Child Care Policy Reform and the Employment of Single Mothers. *Social Science Quarterly*, 84, 771-791.
- Huston, A., Duncan, G., McLoyd, V., Crosby, C., Ripke, M., Weisner, T., & Eldred, C. (2005). Impacts on Children of a Policy to Promote Employment and Reduce Poverty for Low-Income Parents: New Hope After 5 Years. *Developmental Psychology*, 41, 902 – 918.
- Roy, K., Tubbs, C., & Burton, L. (2004). Don't have no time: Daily rhythms and the organization of time for low-income families. *Family Relations*, 53, 168 – 178.
- Scott, E. K., London, A. S., & Hurst, A. (2005). Instability in Patchworks of Child Care When Moving from Welfare to Work. *Journal of Marriage and Family*, 67, 370-386.

April 10 - Emerging Adulthood: The implications of work for family formation, led by Mary Ann Demi

- Oppenheimer, V., Kalmijn, M., & Lim, N. (1997). Men's career development and marriage timing during a period of rising inequality. *Demography*, 34, 311 – 330.
- Blau, F., Kahn, L., & Waldfogel, J. (2000). Understanding young women's marriage decisions: The role of labor and marriage market conditions. *Industrial and Labor Relations Review*, 53, 624-647.
- Fussel, E. (2002). The transition to adulthood in aging societies. *Annals of the American Academy of Political and Social Science*, 580, 16-39.

April 17 - Workplace policies

- Golden, L. (2001). Flexible work schedules: Which workers get them? *American Behavioral Scientist*, 44, 1157-1178.
- Glass, J. (2004). Blessing or Curse? Work-Family Policies and Mother's Wage Growth Over Time. *Work & Occupations*, 31, 367 – 394.
- Blair-Loy & Wharton, (2002). Employees' Use of Work-Family Policies and the Workplace Social Context. *Social Forces*, 80, 813 – 845.
- Hammer, L. B., Neal, M. B., Newsome, J. T., Brockwood, K. J., & Colton, C. L. (2005). A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work and family outcomes. *Journal of Applied Psychology*, 90, 799-810.

April 24 - Comparative contexts

- Mandel, H., & Semyonov, M. (2006). A welfare state paradox: State interventions and women's employment opportunities in 22 countries. *American Journal of Sociology*, 111, 1910 – 1949.
- Mandel, H. & Semyonov, M. 2005. Family policies, wage structures, and gender gaps: Sources of earnings inequality in 20 countries. *American Sociological Review*, 70, 949 – 968.
- Hook, J. 2006. Care in context: Men's unpaid work in 20 countries 1965 – 2003. *American Sociological Review*, 71, 639-660.

May 1 - Presentations of final paper projects

Final papers are due on Wed May 7 by 4:00 pm.